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THE UNIVERSITY OF ALBERTA

Counseling in a Society in Transition: Mass Media and Lifelong Education

by

Janet Lynn Sarafinchan

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

Master of Education

IN

Counseling Psychology

Department of Educational Psychology

EDMONTON, ALBERTA

FALL, 1988

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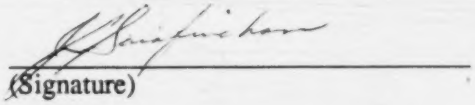

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Counseling in a Society in Transition: Mass Media and Lifelong Learning submitted by Janet Lynn Sarafinchan in partial fulfilment of the requirements for the degree of Master of Education in Counseling Psychology.

Dr. Len Stewin, Supervisor

Dr. Henry Janzen

Dr. Ken Ward

Date: September 23, 1988

DEDICATION

To a distinguished and prominent Alberta educator,

Miss Agnes Lynass, for "thou excellest them all"!

ABSTRACT

The purpose of the study was to assess the 1986 "Living and Learning Expo", an event which promotes lifelong education, and its impact on counseling issues within a society in transition. It also addresses how media psychology could be utilized to heighten the information flow between practitioners and the public. Utilizing a descriptive survey research method, questionnaires were mailed to the 618 volunteers one year after the Expo. The 243 respondents (14 to 75 years; $M = 38$) are comprised of 138 females (57%) and 105 males (43%). Results indicate a 43% response rate with nonrespondents receiving no follow-up.

The sample was obtained from an accessible population of volunteers which is assumed to be closely comparable to the target population of an estimated 15, 000 persons who attended the Expo. Although one could argue that the results are generalizable to the target population, such an inferential leap is not made.

The results have social, scientific, and educational implications. Recommendations for further research include assessing the relationship between "That's Living", a CJCA psycho-educational interactive radio program which promoted the Expo, and its impact on participants who will attend a future Expo.

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Elaine Kryzanowski for raising a critical eyebrow and sharing her"brilliance"; Karen Waggoner for being a whiz at teaching me how to use a newfangled computer; Nicola Boer for lending me her ear; Carole Hoel for being "no ordinary person"; the Waggoner and Hoel families for their prayers; and Karen Kelly - "just because".

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Well Mary, it is now complete. God bless!

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Chapter I

INTRODUCTION

The descriptive survey was based on the 1986 "Living and Learning Expo" promoted by 930 CJCA radio, especially a media psychology program "That's Living", and by Alberta Advanced Education. The study assesses the effects of the Expo in terms of how it impacts counseling issues in a society in transition and briefly addresses how media psychology might be utilized to heighten the information flow between practitioners and the public. To date, there is little research on the promotion of the concept of lifelong education, its impact on counseling issues, and its relationship with media psychology.

Dave (1976) addressed the foundational content of lifelong education:

> . . . this content should take into account the entire life-span including the various educative agencies operating in the life-space of an individual rather than follow a narrow conception of education as formal schooling during childhood and youth. Thus, although schooling was not to be neglected, the field should embrace the vertical time dimension from birth to death, and the horizontal space dimension including education in the home, school, community, places of work, culture and recreation, religious institutions and through mass media and other structures and situations of formal, non-formal and informal learning. (p. 31)

He also indicated that many countries in the world are prepared to implement operational aspects of lifelong education. Noteworthy is his having mentioned that a special Alberta Commission Report for the future development of education indicates that lifelong education is viewed as a major guiding principle within the province.

Lifelong education depends on the transfer of information among persons which may involve a mass communications approach to disseminating information. The philosophy behind it implies that media can distribute information and eliminate persons' needs to be in contact with formal and nonformal schooling experiences, provide information about

the world at large and enable remote communities to have contact with cities, and depict past and future societal trends which effect lifelong education and counseling issues.

A. Overview of the Problem and Rationale for the Study

The concept of lifelong education incorporates developmental issues from cradle to grave and the concept of adult education which is but one aspect of lifelong education is addressed. Research on adult education tends to convey the assumption that it and community life would flounder if the research component were to be taken away from adult education (Courtney, 1986). However, the literature conveyed that the crucial concern is that the flow of knowledge to the general public is limited. Consequently, an examination of how the dissemination process might be improved is addressed.

Whitney (1987) focused on the relationship between research and practice and on problems of the traditional education research model. Firstly, he claimed that the flow of information is limited and that research results are often published in academic journals which are most often shared among researchers. Secondly, the "ivory tower" syndrome is perpetuated in educational research since no definite plan for dispersing research information to the general public exists. If research and practice are to be converged it is imperative that new dissemination processes be explored.

B. Methods and Procedures

Data were collected in the format of a descriptive survey. Approximately 15, 000 persons attended the Expo and a survey questionnaire was designed, revised, and mailed to the 618 volunteers one year after the Expo. Nonrespondents received no follow-up.

C. Definitions

The following operational definitions are utilized. The first four definitions were cited in Hiemstra (1976, pp. 15-16).

Adult education. The relationship between an adult student and an educational specialist trained to work with adult learners in which the specialist provides the student with specialized information, learning experiences, or reference to resource materials.

Education. The provision of instructional situations where the intent is that information, knowledge, and learning skills are acquired.

Learning society. The provision of purposeful learning opportunities both within and outside of the traditional educational institutions. In such a setting, formal education could be obtained throughout one's life.

Lifelong learning. A process of learning that continues throughout one's lifetime, depending on individual needs, interests, and learning skills.

Nonformal education. The systems of education which are outside the established formal system and are in vogue are: adult, career (or vocational), continuing, and social education. Nonformal education courses and activities are more loosely structured but maintain prescriptive or formal elements (Cheong & Liat, 1978).

Formal education. A system of education in which information, knowledge, and learning skills are imparted with traditionally structured teaching objectives, methods, and forms of evaluation. This competitive and selective system is synonymous with educational basics such as reading, writing, and arithmetic.

Informal Education. A lifelong process whereby one acquires attitudes, values, skills, and knowledge through environmental, educational, and experiential influences.

D. Background to the Study

In September 1982 CJCA first aired "That's Living", a psycho-educational interactive radio program and since its conception it has been successful (Oglov, 1984). In 1984 it was awarded the top Canadian public affairs radio program by the Canadian Association of Broadcasters (The BBM Bureau of Measurement Surveys, 1985).

Each weekday from 1405 to 1530 hours the program is hosted by a psychologist or psychiatrist. The format includes a brief preamble on a predetermined topic, then listeners are invited to call and express concerns related to the topic or any personal issue. Occasionally the hosts do a joint program or invite a guest who has expertise in a specific area. The topics of the problem- and listener- oriented program range from psycho-educational and counseling issues to psychiatric and medical issues.

"That's Living" hosts noted that many callers lacked information about available educational opportunities relating to career, occupational, personal and general interest courses. Consequently, in October 1985 the first Alberta "Living and Learning Expo" was held and Alberta educational institutions: community colleges, vocational centres, technical institutes, and universities provided an afternoon information extravaganza. Prior to the 1986 Expo which had 50 exhibitors, five "That's Living" programs focused on employment and retraining opportunities and personal and general interest course information. The Expo was promoted by utilizing a range of medias.

E. Delimitations

1. Since the study was designed to assess the effects of the Expo in terms of how it might effect counseling issues within a society in transition, the media effects of "That's

Living", a psycho-educational interactive radio program which promoted the 1986 "Living and Learning Expo", were not examined.

2. The questionnaire was mailed to volunteers one year after the Expo so that the long-term effects of the Expo on respondents could be examined.

3. No follow-up of nonrespondents was conducted since the return rate was a higher percentage than that normally expected for initial returns.

F. Limitations

1. The experimentally accessible population consists of volunteer subjects, consequently the general limitations involving volunteer subjects apply.

2. Data on nonvolunteer Expo participants could not be obtained.

3. Data on nonparticipants who were aware of the Expo could not be obtained.

4. The promotional strategy was primarily geared toward an adult population, for 930 CJCA radio is an adult oriented radio station.

5. Since the questionnaire was mailed to volunteers one year after the Expo, this may have interfered with the accuracy of responses and increased the nonresponse rate.

G. Purpose and Overview of the Study

The purpose of the study was to assess the 1986 "Living and Learning Expo" and its impact on counseling issues within a society in transiton. The results are addressed according to the three sections which correspond with the six research questions: (1) what kinds of persons attended and answered a questionnaire on a lifelong education program, (2) how did respondents hear about, why did they attend, and what were their impressions of and suggestions for the Expo, and (3) does a preventive and educational

program which promotes lifelong education have an impact on respondents? Four areas of research were explored: societal transformations, lifelong education, counseling issues, and mass media and media psychology.

H. Research Questions

1. What is the statistical profile of the respondents who answered and returned the 1986 "Living and Learning Expo" questionnaire?
2. How did the respondents hear about the Expo?
3. Why did the respondents come to the Expo?
4. What did the respondents do as a result of what they experienced or learned at the Expo?
5. What are the respondents' impressions of the Expo?
6. What are the respondents' suggestions for improving a future Expo?

Chapter II

LITERATURE REVIEW

A. Societal Transformations

The unprecedented pace of social and economic transformations is reshaping one's picture of tomorrow. Various researchers have posited that the magnitude and intensity of change is presenting significant challenges to educators and counselors (Ashley, 1986; Johnson, 1986; Martin, 1986; McDaniel, 1984; Miller-Tiedeman & Tiedeman, 1986; Nevison, 1984; Wright, 1983; Young, 1987).

> The acceleration in science and technology, the great population increase, the improvements in the production of consumer goods, the enlarging network of communication, the drive towards social mobility and participation in political and cultural activities by sections of the population that in the past were relatively inactive in these respects - these are some of the main factors that make our era so different from any that have preceded it. They have shown us that most current education systems have deficiencies so serious that they call for a thorough reshaping. (Parkyn, 1973, p. 11)

Education is both a world in itself and a reflection of society at large (Faure & Herrera & Kaddoura & Lopes & Petrovsky & Rahnema & Ward, 1972). Traditional education is being revised although it is still meant to provide fundamental basics. The concept of lifelong education challenges the traditional educational concept in that it questions the idea of a special period for learning and directly addresses concerns associated with the rapidity of the transformations.

Societal changes and the concept of lifelong learning effect counseling approaches. Counseling a person in transition is normally a challenging task. Counseling such an individual in a society in transition may be a disconcerting responsibility at best. Historians claim that history repeats itself. Although this may be true never before have

so many societal changes occurred in individuals' lifespans. It has never been more necessary to give heed to personal experience and intelligence (Miller-Tiedeman & Tiedeman, 1986). To facilitate adjustment to transformations, educators and counselors could more effectively provide services by seeking to understand dimensions of social and economic change, fluid job structures, persons' levels of educational preparedness, and changing role issues.

Given the magnitude of change in North America, a pivotal period in the history of education will be experienced between 1985 and the year 2000 (Martin, 1986). During this time it will become evident whether or not current educational approaches will be effective in view of the rapid societal and economic changes.

According to Martin (1986) the sources of social and economic transformations confronting North Americans are:

1. Technological Advances. Research and scientific discoveries have refined communications capabilities and altered the structures and roles of many jobs.

2. Social Interventions. Restructuring companies has resulted in cutting costs within the permanent work force. This entails measures such as early retirement, layoffs, wage freezes, temporary workers, and lump-sum payments.

3. Socio-Cultural Reactions. "These transformations reflect, more on an emotional level, the reactions of individuals to their personal and social environments" (p. 23). Individuals are responding to their environments in a negative way and their sense of connectedness with society at large is amiss.

4. Socio-Structural Changes. Since the mid 1970's, significant changes in familial structures often caused higher migration patterns and changes in demographic

characteristics and employment opportunities.

Nevison, in Stewin & McCann (1987), addressed dimensions of economic change. Traditionally Canada has been a farming nation; however, soon after WWII its economy soared and created an international industrial trading nation. She also acknowledged the rise of oil prices in the 1970's and the devastating effects of Canada's vulnerability in the international market in the 1980's. With having to contend with survival issues in an international market, Canadians can no longer adhere to yesterday's conceptions of what life might be like when a person becomes an adult or elderly.

Of the challenges which face society that of mass communication is perhaps changing the most rapidly. The formidable development of modern communications technology has profound repercussions (Lengrand, 1970). A positive aspect includes a feeling of kinship with all nations since modern technology enables persons to be aware of every important world event. "Nevertheless information can only play a constructive role if it is accompanied by an intense and continuous process of training" (Lengrand, 1970, p. 19).

Educators and counselors ought to be aware of how ready persons may be to change themselves. Nevison, in Stewin & McCann (1987), noted that one in six Canadians is functionally illiterate and that:

> with fewer unskilled jobs available, it is sobering to note that 1.682 million workers have 0-8 years of education; of these 1.444 million have jobs, 238,000 do not. Of the population group 25 years or older, a quarter of them, 3.64 million, are in that 0-8 year category. (p. 383)

She further noted that Canadians' attitudes toward education must change and that:

> The Information Age will require that all Canadians be prepared to increase their level of skill and knowledge, and perhaps even to change to new areas of work. Instead of the old pattern of school, work, and retirement, there will be a lifelong combination of work and study. Opportunities for upgrading and retraining occupational skills must be readily available and encouraged. (p. 385)

In order for persons to adapt to the rapid social and economic changes the attitudes toward lifelong education and current education systems must be examined.

The educator's role is to guide the learning process so that all persons have an opportunity to combine work and study. Most current educational systems will need to be reshaped in order to achieve this aim. Parkyn's (1973) first concern with regard to this was that most educational systems attend to only part of any given country's population. That is, persons who are involved with changes of the times are those who benefit from the most immediate adjustments. Secondly, many developing countries have been adopting educational systems which prepare children to enter a world that is rapidly passing by for, in many countries the needs of the new era are not necessarily being fulfilled. Thirdly, he addressed the need for lifelong education:

> It is clear, moreover, that the problem is one of designing an education not for a known future but for life in a world characterized by continuing change. In some fields it will be possible to predict the nature of the changes with some accuracy, for example the spread of automated industrial processes, the involvement of more people in economic and political decision-making and an increase in longevity and in leisure, with the concomitant opportunity for an enrichment of life through cultural activities that once were the privilege of an elite. What is most probable, however, is that unpredictable changes will be a major characteristic of the future, requiring the continuous adaptation of man to new circumstances, continuous learning and relearning, and continuing opportunities for education at every phase of the life cycle. This implies that man can be expected to need facilities to help him to learn throughout 50 or 60 years of a lifetime, rather than just for the first 15 or 20 years. The twofold requirement of any model for the future, then, is that it provide adequately for the lengthening years of adulthood and that it see the education of children in the perspective of life-long education. (p. 11)

B. Lifelong Education

According to Dave (1976) criticisms have been made against the quality, adequacy, and relevance of educational systems; however, there have been positive responses to

such concerns. The Third International Commission on the Development of Education, the Council of Europe, the OECD Centre for Educational Research and Innovation, and the UNESCO Institute for Education have all emphasized the importance of the concept of lifelong education for meeting educational challenges. A crucial factor which prompted UNESCO to study the development of the foundations of lifelong education was addressed by Dave (1976) who served as the Technical Director of the UNESCO Institute for Education:

> Although an extensive amount of theoretical literature on education exists, it cannot be used adequately without reorganization and major reformulation because it is not generally based on the assumption that education is a lifelong process. Much of the existing material on the foundations of education is based on a rather narrow conception of education that is confined to primary and secondary schooling. Even when it goes beyond these stages and includes pre-school, tertiary and adult levels, it limits itself to the highly formal and institutionalized learning. The need has now arisin to comprehend the new scope and wider role of education. (p. 20)

The 1972 UNESCO or Edgar Faure report, entitled Learning to Be, is an important landmark in education and triggered an international response (Dave, 1973). Perhaps the crux of the report is the statement that with lifelong education persons should no longer "acquire knowledge once and for all, but learn how to build up a continually evolving body of knowledge all through life - 'learn to be'" (Faure et al., 1972, p. vi.).

The concept of lifelong education is evolving. By means of a literature study Dave (1973) identified twenty tentative concept characteristics of lifelong education:

1. The three basic terms upon which the meaning of the concept is based are "life", "lifelong" and "education". The meaning attached to these terms and the interpretation given to them largely determine the scope and meaning of lifelong education.

2. Education does not terminate at the end of formal schooling but it is a lifelong process. Lifelong education covers the entire lifespan of an individual.

3. Lifelong education is not confined to adult education but it encompasses and

unifies all stages of education - pre-primary, primary, secondary and so forth. Thus it seeks to view education in its totality.

4. It includes both formal and non-formal patterns of education, planned as well as incidental learning.

5. The home plays the first, most subtle and crucial role in initiating the process of lifelong learning. This continues throughout the entire lifespan.

6. The community also plays an important role in the system of lifelong education right from the time the child begins to interact with it, and continues its educative function both in professional and general areas throughout life.

7. The institutions of education like schools, universities and training centres are of course important, but only as one of the agencies for lifelong education. They no longer enjoy the monopoly for educating the people and can no longer exist in isolation from other educative agencies in the society.

8. Lifelong education seeks continuity and articulation along its vertical or longitudinal dimension.

9. It also seeks integration at its horizontal and depth dimensions at every stage in life.

10. Contrary to the elitist form of education, lifelong education is universal in character. It represents democratisation of education.

11. Lifelong education is characterised by its flexibility and diversity in content, learning tools and techniques, and time of learning.

12. It is a dynamic approach to education which allows adaptation of materials and media of learning as and when new developments take place.

13. It allows alternative patterns and forms of acquiring education.

14. It has two broad components: general and professional. These components are not completely different from each other but are inter-related and interactive in nature.

15. The adaptive and innovative functions of the individual and the society are fulfilled through lifelong education.

16. It carries out a corrective function: to take care of the shortcomings of the existing system of education.

17. The ultimate goal of lifelong education is to maintain and improve the quality of life.

18. There are three major prerequisites for lifelong education, namely, opportunity, motivation, and educability.

19. It is an organising principle for all education.

20. At the operational level, lifelong education provides a total system of all education. (pp. 14-24)

Prospects of Lifelong Education

The principle danger threatening lifelong education is to forget that it is merely a concept (Lengrand, in Cropley, 1979). The term lifelong education is often used haphazardly, applied to retraining, occupational training, continuing and adult education. This terminological difficulty not only does a disservice to lifelong education, it adds to the existing confusion. Gelpi (1985) defined lifelong education:

> The ephemeral character of definition of lifelong education, which needs to be more sharply defined, has been confirmed during the last decade: lifelong education - continuing professional education; lifelong education - literacy campaigns; lifelong education - adult education; lifelong education - university extension; lifelong education - self-realisation. There has been an increasing awareness that all these different educational activities are aspects of lifelong education, but that each taken seperately does not constitute the whole of lifelong education. (pp. 184-185)

Furter (1977) suggested that the concept of lifelong education may be the symptom of Western educators' guilty consciences and claimed it is a utopian model for educational planning. He further asserted that lifelong education does not exist in reality; however, that is not to say that because something does not exist it never will.

In 1970, the International Education Year, UNESCO addressed a turning point in its approach to educational problems:

> The process of education was no longer being thought of as divided into separate entities, primary education, secondary education, technical education, and adult education: these were now seen as a continuous and integrated process. (Parkyn, 1973, p. 8)

The term lifelong education is associated with the term "learning society" which has been used in the United States since 1959 to conceptualize what adult education is (Dave, 1975). Although adult education is only one aspect of lifelong education, since the majority of subjects in the research study are adults, the concept of development and adult education is briefly addressed.

According to empirical research on talk back radio in Brisbane, approximately 6% are children and teenagers, and of the adults 72% are females and 22% are males (Monaghan & Shunwah & Stewart & Smith, 1978). It is apparent that talk back programs attract an adult audience. A Detroit radio program tries to get as many 25- to 54-year-olds as they can, for that is what most advertisers want (Rice, 1981).

Adult Education and an Operational View of Human Development

Traditionally chronological age, the achievement of specific developmental tasks, and psychological qualities such as maturity were the bases for defining an adult (Okun, 1984). "However, Cross (1981), Neugarten (1977), and Schlossberg (1984), assert that sequential life-stage theory and developmental tasks for specific chronological ages may no longer be valid in today's society" (Johnson, 1986, p. 7). Since the concepts of development and education are changing, educators' knowledge, services, and skills need to encompass the concept of lifelong education.

Adult education as a field of academic inquiry no longer completely views an adult within the traditional framework. The focus tends to be on continuity across the life span and the great variability in the adult population. For example, the idea that a person will have a job for a lifetime and not require further education is outdated.

Although the concept of lifelong education has been a part of educational philosophy for a long time it did not receive wide attention until the 1970's (Swift, 1986). However, some educators still tend to respond to adult students as if they were traditional age students (Rayman, 1981, in Johnson, 1986). Johnson (1986) noted that although educators are aware of new concepts of how adults learn and of new conceptions of career development, their knowledge is often not applied. In fact it may be difficult for educators to understand their own personal adjustments (Hosen, 1985) let alone those of their students. Consequently, both educators and adult students can benefit from research which emphasizes the need for skill development in building dependable relationships, self-directed learning activity programs, and an awareness of available educational opportunities (Fisher, 1986).

To counter the danger of adult education becoming static, it is necessary to explore new avenues for reaching the masses since many deterrents to participation exist. The construct of "deterrent" is multidimensional and subsumes psychological, social, and environmental variables (Darkenwald & Valentine, 1985; Imel, 1986). Until recently adult education studies tended to focus on who participates and why (Imel, 1986). Not only do educators need to know who comes for help, they need to know what motivates these persons to do so (Miller & Musgrove, 1986). Since it is difficult to obtain information on the nonparticipants, by focusing on those who do participate educational researchers may obtain a better view of who their target audience is. Consequently, to reach a larger audience it is necessary to employ new outreach or advertising strategies and attempt to surmise who the nonparticipant is.

C. Counseling Issues

While remedial or therapeutic counseling approaches have tended to be used for individuals whose life situations necessitate intervention, some individuals still drift into patterns of inadequate responses (Nevison, in Stewin & McCann, 1987). The literature on change theory revealed that change is either a philosophical agreement of whatever the changes are or it can come about by coercion (Balistreri, 1987). Unfortunately, many persons appear to be coerced to change while embracing yesterday's dictums. In information burgeoned societies the counselor's role is to help persons adapt to life changes so that fewer persons will develop inadequate response patterns.

In 1963, President John F. Kennedy, in an address to the U.S.A. Congress on mental health, stated:

> We cannot afford to postpone any longer a reversal in our approach to mental affliction. For too long the shabby treatment of the many millions of the mentally disabled in custodial institutions and many millions more now in communities needing help has been justified on grounds of inadequate funds, further studies and future promises. We can procrastinate no more. (Nadelson, 1986, pp.142-143)

It is now twenty-five years later, albeit in Canada, and one may be inclined to wonder whether the flaws in the community mental health system which stemmed from this era have been grappled with. Nadelson (1986) asserted that it is not the concept that failed, but that a more effective system has not been implemented.

Remedial or Therapeutic Counseling

Remedial and therapeutic counseling approaches have not adequately reversed the trends of the numbers of persons who have mental afflictions; however, individuals, families, and even entire communities have demonstrated a willingness to advocate the

need for mental health assistance. The social stigma surrounding and general ignorance of mental illness tends to diminish as mental health education increases.

It has been postulated that the focus of mental health services must turn to the societal system as opposed to the one-to-one remedial or therapeutic approaches (Drapela, 1986; Jarvis, 1986; Kolb & Brodie, 1982). Lewis and Lewis (1983), in Drapela (1986), contended that single service counseling approaches are ineffective even when dealing with individual clients and that the multiservice approach provides for the individual and entire community regardless of the specific needs of the person involved. However, this author does not go so far as to say that one-to-one counseling is ineffective.

Developmental Counseling

A sequential life stage theory approach to coping with societal changes may no longer be valid (Johnson, 1986). The traditional model of guidance which initially provided direct assistance to people who needed to make occupational decisions is outdated (Herr & Crammer, 1973, in Drapela, 1986). Occupational guidance is a solution to and part of the problem of some of the social changes (Madsen, 1986). It could possibly be part of social change problems when counseling approaches do not incorporate personal or social spheres. Although guidance was not initially intended to encompass these spheres, it currently does.

> Philosophically, developmental guidance is directed toward the achievement of personal adequacy and effectiveness through self-knowledge, the awareness of one's surroundings, a thorough mastery of the relationship between self and environment, and an understanding of personal and social values. (Shertzer & Stone, 1981, p. 72)

Developmental counseling provides assistance with examining shifts in family roles and patterns and with adjusting to physical, intellectual, emotional, individual, and social

growth patterns. It also facilitates adjustment to a prolonged childhood and prepares one for parenthood and retirement. It is analogous to the medical model which advocates preventive care (Nevison, in Stewin & McCann, 1987).

Preventive Counseling

Primary prevention is a key concept in the mental health literature (Coleman & Butcher & Carson, 1980; Nevison, in Stewin & McCann, 1987; Weiner, 1983). It fosters positive adjustment or mental health by seeking conditions which may contribute to mental afflictions or disorders and by providing interventions which establish conditions that enable persons to more effectively cope with life demands.

Weiner (1983) addressed growing dissatisfaction with past mental health approaches and focused on the increasing readiness for primary mental health prevention. He noted that the requirements for primary prevention programs are:

1. group or mass oriented, not targeted to individuals.
2. designed for well, not already sick people (though they can include or even feature people known by virute of life circumstances or recent events to be at risk for psychological difficulties).
3. intentional in the sense of resting on a knowledge base that suggests potential for the program to reduce maladjustment or promote psychological health. (p. 663)

"That's Living" is a preventive program which increases the flow of information from professionals to the public. In an attempt to promote a lifelong education program, the "Living and Learning Expo", its promotional strategies were geared to meet the requirements of a primary prevention program. The Expo was mass oriented, designed for well people, and was intended to promote psychological health.

If remedial or therapeutic counseling approaches are not adequately meeting society's needs, then practitioners must reexamine approaches to bridge the gap between mental health problems and counseling delivery systems. Nunnally (1957) stated there were not enough mental health professionals to adequately perform the services society needed. Nadelson (1986), the American Psychiatric Association's President, acknowledged that Canada had a maldistribution problem resulting in a scarcity of trained mental health professionals in some provinces. For mental health professionals to bridge this gap, they might consider: (1) implementing preventive mental health programs, and (2) increasing the flow of information from the researcher or practitioner to the public.

D. Mass Media and Media Psychology

Historical Examination of Mass Media Growth

Mass media growth patterns have reshaped society's beliefs, values, and behavior (Jowett & Hemmings, in Singer, 1975). Its growth in Canada can be examined in the context of the rural-urban shift which occurred within the last seventy years (Nevison, in Stewin & McCann, 1987). It provided a population base necessary for growthful communications networks and created more leisure time, therefore enabling persons to use media technology for recreational purposes.

The development of radio usage in Canada is briefly addressed. By the 1930's there was such concern about the content of Canadian programming on the airwaves, the Canadian Radio Broadcasting Commission, forerunner to CBC, was created. However, Jowett & Hemmings, in Singer, 1975, noted that not only in the early years of

broadcasting did the private stations provide service for most of Canada, they continue to do so. They mentioned factors which currently affect the position of radio broadcasting:

1. Since the 1950's, over 98 percent of all Canadian households have had access to radio broadcasts; the remaining 2 percent have either made a conscious decision not to own a radio, or live in a part of the country inaccessible to radio coverage.
2. Radio has shown a remarkable resilience in the face of heavy competition from television.
3. Although radio has reached a saturation point, it does not appear that listenership is being reduced; and unless there is a technological breakthrough to replace radio as we know it, there is little likelihood of any such decrease. (pp. 256-258)

Contemporary Examination of Mass Media Growth

Dunton, as cited in Juneau, Thompson, McLuhan & Dunton (1977), stated that if the media focuses on societal trends, by the year 2000 Canadians will be as well informed as the effective means of communication which are provided within that time.

> We already have a public that not only is better educated in the formal way, but is more aware of all sorts of things going on in society and the world about it. There is more demand for a variety of services and a variety of information, for the meeting of particular interests of people, in all sorts of subjects...I predict the development of the technological opportunities will feed the growth of the different interests in society. In short, I am optimistic. I believe that by the year 2000 we shall have in Canada a much more interesting communication system and, as a consequence, a more interesting society. (Juneau et al., 1977, p. 84)

Not everyone benefits from the societal, economic, and technological advances being made (Rowan, in Agee, 1969). The media has tended to provide its listeners with information they want but not necessarily the kind they need (Cheong & Liat, 1978). Although the media attempts to nurture a learning society, it does not always succeeded in serving an educational role. Cheong & Liat (1978) noted that by using mass media to stimulate learning activities of sectors of the public which are difficult to reach, there have

been difficulties with directing the resources of schools and mass communication to take on the same function. They also contended that even if this were to happen it would not necessarily stimulate lifelong education:

> There is no denying that media can make a significant contribution in upgrading the quality of education. But the degree of their effectiveness is debatable when media are employed as palliatives or stop-gaps to remedy the inherent deficiencies in existing educational systems...There is, therefore, a need to re-examine the educational roles of the mass media to see how they can be accorded the priority they deserve. By assigning new educational functions to the mass media outside the present school systems, individuals in society can be helped to live better lives in the future. To facilitate lifelong education this new role of the mass media must be given the same support and priority as the regular schools, colleges and other institutions. (p. 3)

Media Effects

Media effects refer to what already has occured as a direct consequence of mass media (McQuail, in Boyd-Barrett, 1987). Research on media effects has focused on the possibilities of persons being natural prey to suggestion and influence. Curran et al. (1987) examined classical empirical research which revealed that the media consolidates the values and attitudes of audience members. Learning and personality theories address this concern through selective audience behavior:

> In particular cognitive dissonance theory, which postulated that people seek to minimize the psychological discomfort of having incompatible values and beliefs, seemed to explain peoples' deliberate avoidance and unconscious decoding of uncongenial media messages. (Curran & Gurevitch & Woollacott, in Boyd-Barret & Braham, 1987, p. 59)

Hovland, in Steinburg (1966), asserted that there is a further need for objective research since there are widely differing opinions concerning media effects. Media coverage of psychiatric patients, issues, and events play a role in shaping public attitudes and mental health public policy (Matas & el-Guebaly & Peterkin & Green & Harper,

1985), and the press tends to sensationalize information (Grace, 1980). Since the media can be a powerful catalyst for change, there is a need for two-way communication:

> The need for community dialogue is obvious. And all the citizens in a community have the responsibility of doing what they can to set it in motion. Those educators who have access to communications technology within their institution have a unique chance to teach these people how to de-mystify the media and turn them into tools for making better communities. (Niemi, 1971, pp. 123-124)

Media Psychology

The importance of health education is acknowledged by almost all countries (Alcalay, 1983). There is a universal concern with the cost of psychiatric care and how it will be delivered (Nadelson, 1986). In an attempt to evaluate and search for new avenues for meeting mental health needs, mental health practitioners are exploring the use of media for disseminating information (Schwebel, 1982).

A recent development in Canadian radio broadcasting is media psychology, whereby the masses are exposed to psycho-educational information. In the 1960's the first explorative radio talk back show, "The Private Line", featured guest psychiatrists, psychologists, and social workers (Bouhoutsos & Goodchild & Huddy, 1986). No advice was given on air since at that time the American Psychological Association (APA) Code of Ethics prohibited giving personal advice outside of a professional relationship. When the APA ethical code was revised in 1981, it read as follows:

> When personal advice is given by means of...radio or television programs...the psychologist utilizes the most current relevant data and exercises the highest level of professional judgment. (APA, Ethical Principles of Psychologists, in Bouhoutsos et al., 1986)

Prior to this revision in the psychologist's ethical code the literature revealed concerns

with: (1) media psychology counseling models, and (2) media psychology radioprograms (Larson, 1981; Wober, 1978).

Many counseling models do not fit as a therapeutic tool for psychology media shows. Group therapy, psychotherapy, and primary prevention models do not exactly fit, but there are elements of each involved in media psychology (Bouhoutsos, 1973). Consequently, media psychology practitioners are limited to keeping within a "brief counseling" structure or psycho-educational model. They encourage persons to use community resources to obtain more in-depth counseling services.

The roles of crisis centres also function as roles of talk back radio hosts (Powell & Ashton & Heaton (1973), in Monaghan & Shun Wah & Stewart & Smith (1978):

1. referral to other agencies.
2. assessment from data for diagnosis.
3. intervention as an immediate source of help, reinforcement, and action formulation.
4. therapy through support, keeping the client talking if a suicide attempt is imminent and suggesting treatment.
5. as a friendly listener of equal status who allows talk without pressure, diagnosis, and action. (pp. 352-353)

Media psychology radio programs vary in their format and approach. Some hosts have open line programs, review research, talk about clinical experiences, discuss a variety of themes, and invite guests with special expertise. Balter (1981) had a radio talk back show which dealt exclusively with child rearing and parenting concerns. "That's Living" addresses such concerns but also incorporates the broad range of foregoing formats and approaches, transcends the remoteness problems of rural communities, and is an effective means by which practitioners can disseminate information, generate social networks, teach, and advise. Since it is paid for by advertisements interspersed throughout the program, it is a cost effective means for increasing the information flow.

Bouhoutsos et al. (1986) conducted research which examined the impact on the public's understanding of mental health issues and their knowledge about, experiences with, and attitudes toward radio talk back programs. Although a minority of subjects speculated about the usefulness or effectiveness of media psychology programs, their concerns were similar to those expressed by the public for other therapeutic methods.

In a research survey conducted by Rubenstein (1981), callers were reported to be stable and resourceful as opposed to being lonely and isolated. They were noted as being "the proxy voice of troubled listeners who are too afraid to call in; the advice, support, and friendship they recieve flows out to everyone in the audience" (p. 90).

Concerns, Advantages, and Challenges of Media Psychology

According to the Bureau of Broadcast Measurement (1985), "That's Living" attracts approximately 25, 000 listeners per quarter-hour, the most popular type of programming of all AM and FM radio stations in Edmonton, the location of the survey.

> However, 'popularity should not be used as a criterion', say the critics. 'What if such programs are entertaining and not educational? Should psychologists use human misery for entertainment?'...Is it not possible that the hundreds of thousands of people exposed to problems of others through news media are also stimulated to think about their own lives in new ways or to question what they have always taken for granted? The debate will continue. (Bouhoustsos, 1983, p. 33)

Klonoff (1983) noted that the new age of psychomedia is clearly upon us and addressed concerns of the media from the following perspectives:

1. Psychologists as Consumer Educators. Although it is possible to describe symptom patterns and disorders, there is still controversy over the optimal form of treatment. The consumer may be given simplified advice which may not be focusing on an adequate range of theoretical orientations. Therefore, there may be an absence of specificity with regard to the answers the caller receives.

2. Psychologists as Social Commentators. There is a concern that much of the true science of psychology is ignored in favor of contributing to public mistrust and confusion, instead of demystifying psychological myths.
3. Reasons for Media Involvement. Economics may be a reason for psychologists to enhance their own private practices by becoming media "stars". A second motivation may simply to be in the public eye. A third reason may be the consumers curiosity about psychological matters. (pp. 850-851)

Criticisms have also been made with regard to the entertainment aspect of media psychology (Rice, 1981).

James (1983) expressed concerns that while psychologists often do not clearly communicate amongst themselves it is possible that the public may be lead to believe biased opinions of various media psychology talk show hosts. He recommended that psychologists be trained in communication skills with a specific focus on disseminating information via the media. The Association for Media Psychology is offering workshops to assist psychologists already involved with the media (Bouhoutsos, 1983), and in 1986 the committee on Scientific and Professional Ethics and Conduct of the American Psychological Association was appointing a task force to issue guidelines for psychologists involved in print and electronic media (Bouhoutsos et al., 1986).

James Ricks (1984) asserted that the measure of media psychology and mental health efforts "may be in the extent to which we generate successful social networks within families, groups, and communities" (p. 15). Paterson and Blashko (1985), two of the original hosts of "That's Living", were pleased with their listeners' reactions to the program since they far surpassed their expectations. As a long-term "That's Living" listener, the author observed that since the program began six years ago it has generated successful social networks and has debunked many mental health myths. There is little doubt about what communication systems can do for education (Morgan, 1971). In a study which compared the general public's and experts' (psychiatrists and psychologists)

opinions on mental health problems, Nunnally (1957) indicated that more education would increase public knowledge of mental health in a desirable direction.

Psychologists are confronted with a social challenge to share their intellectual knowledge with the public (Miller, 1969). However, Miller (1969) asserted that society has not commissioned them to cure its ills and that there is nothing in the mandate of psychology which demands a mission for them to solve social problems. Nevertheless, McCall & Stocking (1982) addressed the importance of communicating psychological research through the mass media:

> The public needs psychologists' research information, and they in turn need the public's understanding and support. The media and scientists underrate each other as potential partners in the communication of psychological research findings, and if scientists become more actively involved in the communication process, some of the irritations we now feel about the media's portrayal of psychology might slowly disappear in the face of better products. (p. 994)

Chapter III

RESEARCH DESIGN AND METHODOLOGY

A. Research Design

A descriptive survey research method was utilized. According to Lehmann and Mehrens (1979), in Juergens (1979), descriptive research "is primarily concerned with determining the nature and degree of existing conditions" (p. 47). It does not involve making predictions or drawing causal inferences; however, two questions in the survey were specifically designed for one to do so.

The "Living and Learning Expo" was held at the Edmonton Convention Centre on 5 October 1986. One year after the 618 volunteers attended it and agreed to participate in the study, they each received a transmittal letter (Appendix A) which outlined the reason for the research, a paper and pencil survey (Appendix B), and a business reply envelope. Each of the 618 letters were personally signed and addressed by the researcher and the envelopes which included the letter, questionnaire, and business reply envelope had a stamp on it as opposed to having been sent by bulk mail. Research studies have indicated that such actions improve the return rate (Babbie, 1973).

B. Sample and Population

Description of the Sample and Population

The sample consists of 243 respondents of both sexes who answered and returned the questionnaire. The experimentally accessible population from which the sample was drawn is the 618 volunteers who had questionnaires mailed to them one year after the

Expo. The target population is the estimated 15, 000 persons who attended it.

The subjects range in age from 14 to 75 years (M =38.64, SD =12.50, 1 missing response), and 138 (57%) are female and 105 (43%) are male. They were asked to indicate marital status, number of children, income, employment status, educational background, and how they became aware of and why they chose to attend the Expo. Included were questions on whether or not they received career and/or personal counseling within one year prior to and/or one year after the Expo, number of exhibitors they talked to (Appendix C), level of satisfaction with the Expo and suggestions on how to improve a future Expo. The cross-sectional survey design is useful not only for descriptive purposes, it also determines relationships between variables at the time of the study (Babbie, 1973). Data additional to that which address the six research questions are presented in Appendix D.

Sampling Procedure

The sample consists of 243 volunteers who answered and returned the questionnaire. "The advantage of drawing a small sample from a large target population is that it saves the researcher the time and expense of studying the entire population" (Borg & Gall, 1983, p. 241). The two primary reasons for sampling in a survey design, time and cost, were the reasons why the researcher was prevented from mailing questionnaires to all of the estimated 15, 000 persons in attendance. Since it was within the research budget to send questionnaires to the entire experimentally accessible population of 618 volunteers, a random sampling procedure was unnecessary.

The sample was drawn from the accessible population since it was impossible to draw a representative sample from the target population. To elaborate, upon entering the

Expo as many persons as possible were asked to participate in this research; however, because of the vast number in attendance it was impossible to approach each person. Consequently, the target population of the estimated 15, 000 persons in attendance did not have a known chance of selection. The 1986 "Living and Learning Expo" Steering Committee estimated that approximately 15, 000 persons attended since all of the 15, 000 programs which were printed were also distributed. One might assume that either fewer or even more than 15, 000 persons attended.

> Even though the sample is selected from the accessible population, the researcher may want to know the degree to which the results can be generalized to the target population. This type of generalization requires two inferential leaps. First, the researcher must generalize the results from the sample she actually studied to the accessible population from which she selected the sample. Secondly, she must generalize from the accessible population to the target population...if the investigator can demonstrate that the accessible population is closely comparable to the target population on a few variables that appear most relevant to the study, she has done much to establish population validity. (Borg & Gall, 1983, pp. 241-242)

C. The Instrument

1986 "Living and Learning Expo" Survey

The survey was designed and revised according to a survey design format and no reliability or validity data exist. It is a revised edition of the original survey designed by Dr. Ken Ward, an Educational Administration professor and Mr. Joe Daniel of the Registrar's Office, both at the University of Alberta.

The descriptive survey has five sections which include Personal Information, Rationale for the Study, General Information, Exhibitors, and Satisfaction. A sixth open-ended section addresses suggestions on how a future Expo might be improved.

Description of the Questionnaire

The research design was revised by the researcher according to procedures outlined by Babbie (1973). The survey format includes recommendations made by Borg & Gall (1983). The questionnaire is attractive in that it is not crowded and is organized so it will be easy to complete. All of the questions and responses are numbered as are each of the pages. The researcher's name and address is included on the front of the questionnaire as are brief and clear instructions for completing it. To ensure anonymity and confidentiality the participants were instructed not to put their names on the survey, and were instructed to answer every question.

The questionnaire is organized according to a logical sequence and each main part is labelled Part A to Part E so that relevant items are grouped together. It is as short as possible yet is still consistent with the aims of the research.

According to research design several guidelines for question construction are recommended (Babbie, 1973; Borg & Gall, 1983). The following guidelines mentioned by Babbie (1973) were considered when the survey was revised: a combination of factual information and opinions, a Likert scale, clear questions which avoid double-barreled questions, and close-ended questions were asked with the exception of one open-ended question. Also, the questions are relevant, short, avoid negative and biased items and terms, and two of the questions enable causal inferences to be made. The researcher assumed the respondents were competent to answer the questionnaires.

D. Data Collection Procedures

The questionnaires were mailed to the 618 participants on 31 October 1987 and 243 completed questionnaires were returned to the University of Alberta Faculty of Education

Clinical Services. Of the 618 distributed questionnaires, 245 were returned. Two of these were blank since one person was "personally involved" with the Expo and the other felt that it would not be appropriate to answer a questionnaire since she attended to gather information for her husband.

"In computing response rates, the accepted practice is to omit all those questionnaires that could not be delivered" (Babbie, 1973, p. 165). Babbie (1973) contended that a researcher should indicate the initial sample size and subtract the number that could not be delivered. The number of questionnaires is then divided by the net sample size to produce the response rate (43%). Since 53 questionnaires were not delivered due to volunteers' change of addresses and were returned unanswered, the total number of questionnaires delivered to and received by volunteers is 565.

> A low response rate does more damage in rendering a survey's results questionable than a small sample, since there is no valid way of scientifically inferring the characteristics of the population represented by the nonrespondents. (Ferber et al., 1980, p. 15)

According to Travers (1969), in Juergens (1979), the initial returns for a mailed survey can be expected to show only a 20% response. However, this percentage can increase to 30 or 40 if nonrespondents are contacted a second or third time. This implies that the 43% response rate for the initial return of mailed surveys is high.

E. Analysis of Data

The Statistical Package for the Social Sciences - X (SPSS-X), available through the Division of Educational Research Services (DERS) at the University of Alberta was used for the data analysis. Information was transferred from the questionnaires to coding sheets and then to keypunch cards which were used to print the data.

The questionnaires which had a few missing responses observed for Part A, question seven and/or Part E, question four were still used. Overall, there is little missing data.

The data from the descriptive survey questionnaires were primarily analyzed using frequency distribution statistics. Chi-Square statistics were also used to analyze data additional to that which addresses the six research questions.

Chapter IV

RESULTS

The results are presented in six sections which correspond with the six research questions constructed to identify information related to the statistical profile of respondents, rationale for and level of satisfaction with the "Living and Learning Expo", and suggestions for future Expos. Included is information on whether or not respondents had career/vocational and/or personal development counseling within one year prior to and/or one year after the Expo and whether or not the Expo influenced their decisions to receive counseling.

A. Question 1

What is the statistical profile of the respondents who answered and returned the 1986 "Living and Learning Expo" questionnaire?

Of the 243 respondents, subjects range in age from 14 to 75 years (M =38.64, SD =12.50, 1 missing response); 138 (57%) are female and 105 (43%) are male. With regard to marital status, 150 (62%) indicated they were married and 93 (38%) were unmarried. The number of children respondents had ranged from 0 to 7. While most people had children, 92 (38%) did not. Each respondent was asked to indicate household income accrued during the year prior to the time of the survey. Married persons were asked to report their combined income. The income levels reported for the entire sample range from $1, 000 to $99, 000. Eighteen respondents (7.41% of the sample) left this question blank.

In terms of employment status, respondents were asked to check one of the seven provided categories which coveres a broad range of employment possibilities. The

frequency distribution of responses is presented in Table 1. The cumulative percentages reveal that 71% of the sample was working at least part-time. The remainder were not working for one of the following reasons: seeking/not seeking work, receiving disability pension, or retired.

The frequency distribution for the level of education completed is presented in Table 2. The cumulative percentages reveal that 36% of the sample have completed high school, whereas 55 (23%) graduated from a college/technical school and 46 (19%) are university graduates. The remaining have only partially completed high school, college, or university.

B. Question 2

How did the respondents hear about the Expo?

Volunteers were asked to check only one of the six presented options for the question which asked them how they first became aware of the Expo. Of the 243 who answered this question, only 8 checked the other category. Their specified answers include the following: wife's adult education program, Alberta Manpower, organization I am a member of, went with my parents, University of Alberta professor, University of Alberta course (2 responses), and one response was illegible.

The frequency distribution of how respondents became aware of the Expo is presented in Table 3. The largest number of respondents 156 (64%) heard about the Expo from CJCA Radio; whereas the second largest number, 41 (17%) heard about it from a relative/friend/neighbor/colleague/acquaintance.

Table 1

Frequency Distribution of Employment Status

Status	*n*	%	cum. %[a]
Full-time	130	53	53
Part-time	31	13	66
Full and part-time	12	5	71
Not working:			
Seeking work	20	8	79
Not seeking work	30	12	92
Disability pension	6	2	94
Retired	14	6	100

Note. $N = 243$.

[a] cumulative percentage.

Table 2

Frequency Distribution of Level of Education Completed

Level	*n*	%	cum. %[a]
Elementary	9	4	4
Some high school	29	12	16
High school	48	20	36
Some college/technical school	30	12	48
College/technical school	55	23	71
Some university	25	10	81
University	46	19	100

Note. $n = 242$; 1 missing response.

[a] cumulative percentage.

Table 3

Frequency Distribution of How Respondents Became Aware of the Expo

Source	*n*	%	cum. %[a]
CJCA radio	156	64	64
Newspaper ad.[b]/story	27	11	75
Ad.[b] at an educational institution	7	3	78
Radio or T.V. announcement (other than CJCA radio)	4	2	80
Relative/friend/neighbor/ colleague/acquaintance	41	17	97
Other	8	3	100

Note. $N = 243$.

[a] cumulative percentage; [b] advertisement.

C. Question 3

Why did the respondents come to the Expo?

Participants were asked to check as many of the sixteen available options that correspond with why they attended the Expo. The three reasons which were chosen most frequently were: investigate the possibility of a career change (n =138; 57%), explore personal growth and development courses (n =128; 53%), and simply browse to see what it was all about (n =93; 38%). Respondents also expressed a strong interest in exploring courses offered by universities (n =91; 37%), technical institutes (n = 90; 37%), and public colleges (n =67; 28%). They also indicated an interest in exploring lifestyle awareness courses (n =67; 28%).

The frequency distribution of why respondents attended the Expo is presented in Table 4. Also, the 26 responses provided in the " other" category are listed in Appendix E. The largest number of responses in the other category are to create an awareness of career opportunities in children (5), and continuing education is the second largest response (3). The other eighteen specific responses express interest in courses for slow learners, Edmonton Public Schools, and travel information, among others.

D. Question 4

What did the respondents do as a result of what they experienced or learned at the Expo?

Participants were asked to indicate how many programs/courses they attended one year before and one year after the Expo. However, they were not asked whether their decisions to take courses after the Expo were related to attending the Expo. The

Table 4

Frequency Distribution of Why Respondents Attended the Expo

Reasons	*n*	%
Investigate career change	138	57
Spend afternoon downtown	53	22
Meet CJCA radio staff	36	15
Watch entertainment	26	11
Explore personal growth & development courses	128	53
Browse	93	38
Win door prize	7	3
Explore educational financial assistance	34	14
Explore lifestyle awareness courses	67	28
Explore high school upgrading	30	12
Explore courses offered by:		
Universities	91	37
Public Colleges	67	28
Private Colleges	33	14
Technical Institutes	90	37
Alberta Vocational Centres	41	17
Other	26	11

Note. There were 243 valid cases for each option, for respondents were instructed to check all of the options which applied to them.

frequency distributions of how many programs/courses the respondents took one year before and one year after the Expo are presented in Tables 5 and 6 respectively.

The cumulative percentage for persons who had not taken any courses one year before the Expo is 59; whereas for those persons who did not take any courses one year after the Expo the cumulative percentage is 49. This implies that there is a slight increase in the number of courses taken one year after the Expo as compared to the number one year before; however, it does not imply causation.

Of the 243 respondents, 35 (14%) had career/vocational counseling one year prior to the Expo. Those participants who indicated that they received career/vocational counseling one year after the Expo (n =33, 14%) were also asked to indicate whether or not their decision to receive counseling was influenced by the Expo. Of the 33 (14%) who received career/vocational counseling one year after the Expo, 25 (76%) were directly influenced by the Expo experience. This implies a cause and effect relationship between the Expo experience and respondents' decisions to receive career/vocational counseling.

Similarly, volunteers were asked to indicate whether or not they received counseling for personal development reasons. Of those who did receive personal counseling, 29 (12%) had counseling within one year prior to the Expo, and 32 (13%) had counseling one year after the Expo. A cause and effect relationship also exists between the Expo experience and respondents' decisions to receive counseling for personal development reasons within one year after the Expo. Of the 32 (13%) who had personal counseling one year after the Expo, 20 (65%, 1 missing case) at least partially based their decision to receive counseling on their Expo experience.

Table 5

Frequency Distribution of Programs/Courses Attended One Year Before the Expo

# Courses	*n*	%	cum. %[a]
0	144	59	59
1	53	22	81
2	22	9	90
3	7	3	93
4	8	3	96
5	2	1	97
7	2	1	98
8	2	1	99
10	1	0	99
12	1	0	100
16	1	0	100

Note: $N = 243$.

[a] cumulative percentage.

Table 6

Frequency Distribution of Programs/Courses Attended One Year After the Expo

# Courses	*n*	%	cum. %[a]
0	119	49	49
1	72	30	79
2	27	11	90
3	9	4	93
4	4	2	95
5	4	2	97
7	1	0	97
8	3	1	98
10	1	0	99
12	2	1	100
16	1	0	100

Note: $N = 243$.

[a] cumulative percentage.

E. Question 5

What are the respondents impressions of the Expo?

Participants were asked to indicate their level of satisfaction with the Expo by responding to three Likert scale questions. These results are presented in Tables 7, 8, and 9. As presented in Table 7, 212 (88%) respondents indicated that the Expo met their needs in terms of the information provided for their use. Table 8 indicates that 185 (77%) respondents either agreed or strongly agreed that the information provided helped them in terms of their decision making processes. As presented in Table 9, 146 (61%)respondents either agreed or strongly agreed that the Expo experiences influenced their decisions to enrol in a program/course in the future.

Of all of the exhibitors which were visited, respondents were also asked to list the top three which they believed to be personally the most valuable. The frequency distribution of the three most valuable exhibitors is presented in Table 10. The top five exhibitors are as follows: N.A.I.T. (n =44; 20%), University of Alberta (n =35; 16%), Grant MacEwan College (n =17; 8%), Alberta Advanced Education (n =11; 5%), and Athabasca University (n =11; 5%). The remaining exhibitors ranged from n =7; 3% to n =0; 0%. Those exhibitors which were not chosen even once as one of the top three to be considered personally most valuable are listed in Table 11. Of these nine exhibitors at least four of them are located in Southern Alberta and two are colleges located in rural centres. This implies that the 1986 "Living and Learning Expo", located in Edmonton, tended to attract respondents who appeared to be mostly interested in agencies or educational institutions located in central Alberta.

Table 7

Frequency Distribution for Level of Satisfaction Question One: This event met my needs in terms of the information provided

Options	*n*	%	cum. %[a]
Strongly agree	50	21	21
Agree	162	67	88
Disagree	28	12	99
Strongly disagree	2	1	100

Note. $n = 242$; 1 missing response.

[a] cumulative percentage.

Table 8

Frequency Distribution of Level of Satisfaction Question Two: The information provided helped me in terms of my decision-making process

Options	*n*	%	cum. %[a]
Strongly agree	25	10	10
Agree	160	66	77
Disagree	50	21	98
Strongly disagree	6	2	100

Note. $n = 241$; 2 missing responses.

[a] cumulative percentage.

Table 9

Frequency Distribution of Level of Satisfaction Question Three: My Expo experience did help to influence my decision to enrol in a program/course IN THE FUTURE

Options	*n*	%	cum. %[a]
Strongly agree	34	14	14
Agree	112	47	61
Disagree	82	34	95
Strongly disagree	11	5	100

Note. $n = 239$; 4 missing responses.

[a] cumulative percentage.

Table 10

Frequency Distribution of Satisfaction Level Question Four: Of the exhibitors that you visited, which ones were PERSONALLY MOST VALUABLE? (Please list the top three)

Exhibitors	*n*	%	cum. %[a]
Alberta Advanced Education	11	5	5
Alberta Asso for Disabled Skiers	1	0	6
Alberta College	3	1	7
Alberta College of Art	3	1	8
Alberta Correspondence	7	3	11
Alberta Lung Association	2	1	12
Alberta Manpower	8	4	16
Alberta Social Services/Foster Care Dept.	1	0	17
Athabasca University	11	5	22
Alberta Vocational Centre - Edmonton	7	3	25
Alberta Vocational Centre - Grouard	1	0	25
Camrose Lutheran College	3	1	27
Catholic Social Services	2	1	28
CJCA Radio	6	3	30
Concordia College	2	1	31
Edmonton Board of Health	1	0	32
Edmonton Catholic Schools	1	0	32
Edmonton Parks and Recreation	4	2	34

(table continues)

Exhibitors	*n*	%	cum. %[a]
Edmonton Public Schools	7	3	37
Family Life Education Council	2	1	38
Family Service Association	1	0	39
Grant MacEwan Community College	17	8	46
International Training in Communication	3	1	48
King's College	2	1	49
Lakeland College	3	1	50
Leduc Further Education Council	1	0	50
Lethbridge Community College	1	0	51
Mount Royal College	1	0	51
Northern Alberta Institute of Technology	44	20	72
Olds College	2	1	72
Personal Development Centre	5	2	75
Planned Parenthood Association	1	0	75
Red Deer College	3	1	77
Southern Alberta Institute of Technology	2	1	78
Singles Resource Centre	1	0	78
Society for the Retired and Semiretired	3	1	79
Strathcona Further Education Council	2	1	80
University of Alberta	35	16	96
Westerra	6	3	99

(table continues)

Exhibitors	*n*	%	cum. %[a]
Y.M.C.A.	1	0	100
Y.W.C.A.	1	0	100

Note. *n* = 218; 25 missing responses.

[a] cumulative percentage.

Table 11

Satisfaction Level Question Four: Exhibitors not even chosen once as one of the top three exhibitors deemed to be personally most valuable

Exhibits
Alberta Vocational Centre - Calgary/Lac La Biche
Education Alive
Edmonton Birth and Parent Centre
Edmonton Cross-Cultural Centre
Fairview College
Keyano College
Medicine Hat College
University of Calgary
University of Lethbridge

F. Question 6

What are the respondents' suggestions for improving a future Expo?

Volunteers were asked to provide suggestions on how a future Expo could be improved in an open-ended format. The 243 respondents' suggestions were analyzed according to the following eight categories:

Overall Impressions/Benefits of a Future Expo

"Well done. Keep up the good work! This kind of Exposition allows the public to become aware of choices available to enhance their education & hence, their personal growth, productivity and self satisfaction."

"It made me realize that I could upgrade myself, at my age."

"It helped to motivate me to DO what I had been thinking of doing for a long time."

"I feel it really helped with my self awareness. It made me aware of all the opportunities that there are out there."

"I expected to find a more personal approach to adult education."

"Wonderful event. It gets people out who just might be interested in further education."

"Coming from a small community we took a grade XI daughter so she could pick up ideas & materials to help her make a career choice. Rather than writing for "x" amount of information it was available there for the picking up. Maybe it wasn't for high school students but it did greatly assist her & us in career planning which isn't always the best in a country school."

"Dr. Patterson; your positive enthusiastic personality was my guidance in deciding to attend the U of A full time . . . I hope I get to meet you someday to thank you . . . The expo was my final resource area that assisted in the final decision . . . Thanks to all responsible for the expo!"

"I would have liked more time with certain people, however I found it was not possible as there were so many people and not enough educators in each booth. Saying that, I have to say it was the best 3-4 hrs spent in a long time. Because of your efforts to afford this type of program I have returned to a college [sic] towork on my law degree. Thankyou for your support."

Primary Concern: Space/Crowding

"Due to the popularity of the event it was difficult to fight crowds to see all the exhibits of similar type that I was interested in."

"At the U of A booth there were so many people it was hard to get any information. One has a tendency at booths like this, to just grab the information and keep moving but if we do this our questions are not answered."

There are 15 comments which indicate that the facility was too crowded and 25 which address that a larger space/different location is necessary. Four persons attributed the space problem to inadequate isles and one individual suggested the group size be limited. One respondent recommended "more sitting areas", three mentioned parking problems, and two requested a "childrens' play area". One of the mothers who had difficulty coming to the Expo since she had to pay a babysitter said, "I would pay $5 for a family of 3 . . . Maybe the Girl Guides could babysit". With regard to the facility, an individual said there was a "poor selection of refreshments"! Overall, most of the comments which addressed any one concern are those related to problems with crowding. Note that an estimated 15, 000 persons attended the 1986 Expo!

Specific Comments

There are 72 " general comments" which reflect the success of the Expo, for example: "Very educational & informative", "excellent idea", "nice variety", "All the displays were interesting", and "A very worthwhile endeavor - don't let it die!".

i. Organization of the Expo

Fourteen respondents said that the Expo was well run, planned, and organized.

"Realizing the difficulty of planning such an event, I appreciate how well it comes together. I also believe this is a great community service."

ii. Convenience

Respondents (5) were pleased to have the variety of exhibitors in one location, therefore enabling them to make enquiries without having to "phone, travel all over the city, and write letters to obtain brochures".

iii. Exhibitors

Two persons mentioned that although "most exhibitors were helpful, many had little indepth knowledge of what their institution offered", and an individual expressed concern that "some exhibitors unapproachable - not friendly".

> "I feel that qualified people were represented there to answer questions that one may have."

iv. Brochures/Written material

Three respondents mentioned that the variety of materials was excellent.

v. Entertainment

Although one respondent said, "The entertainment was unnecessary & disturbing", four said that they appreciated it, two were happy to meet the CJCA personalities, and one person suggested having the city's ethnic dancers perform at future Expos.

Variety of Resources Available for Different Age Groups

> "The Expo provided many with a good intro & overview of all programs that we have offered to us right here in our city & province. I never realized we had so many resources & excellent learning opportunities for all ages."

> "More directe to high school students persuing a career, rather than providing info for a career change."

"It gave me self courage to change my career."

"For an adult looking for career development or enrichment it was good."

"It focused on adult education, which is good. It did not provide the showcase to provide parents and their children help prepare plan for career development of the children. For children, even high school age it was boring."

"This experience was great! It helped me to decide in my future goals and career. To my recollection I would not change anything about the Expo [sic]." (teenager)

"I can't wait till my mom takes me again next year when I'm grade 10."

"Being retired I started to feel useless, and though if I could get into computers and learn a bit about them it would keep me more active and keep the mind functioning. I just don't want to hang around the house feeling guilty about not doing housework. The wife said she hasn't retired so why should I."

These comments reflect a positive attitude toward the variety of resources available for different age groups. As anticipated, not all comments are as positive:

"Absolutely very little information on advanced programs courses etc. Staff at the university and college booths were prepared to give detailed info on basket weaving but not in traditional university areas. NOTE: Unlike other Can & N.A. cities Alberta has very very little in University courses in science in Engineering at night or evening but excells on pass-time courses for the uneducated."

The following comments illustrate: the existence and benefit of evening courses, evidence that not every respondent thinks there is primarily information on "basket weaving" courses, and that not all retirees arejust interested in "fun" courses.

"As a result of attending the EXPO, I am taking a night course at a College [sic] in the Library Technician's program."

"Have less educational groups . . . too many duplicate schools."

"Would have been more interesting in seeing a wider variety - courses to take just for fun. The seniors I was with were bored quickly."

"As a retiree I didn't find anything different than "busyness" types of activities, already available at Sr Citizens Centers - whereas I wanted more of a learning or challenging course of action - e.g. 1)Polotics and how it affects Srs. 2) Family relationships in the Sr. years and how we can help ourselves and maintain our independence. 3) Group discussions on various subjects."

One respondent appeared to be irate that the Expo "supplied no information on career correspondence schools", mentioned each of the correspondence schools he found on his own, and wrote a lengthy comment regarding the importance of having such information available at the Expo. Perhaps the following participants spoke with exhibitors from the Alberta Correspondence booth or with other agencies or institutions which provide correspondence courses:

"It not only helped me, it helped my son with university & correspondence."

"I took some junior high courses by correspondence that I couldn't get at my school."

"I did enroll in the correspondence course in Math."

Special Needs Population

"I am a laryngectomee, and I use esphogeal speech. I cannot compete with noise and music, so as a result I couldn't discuss any questions with the people in the booths."

"After attending, was more informed as to where patients from where I work can go to further education & job skills. This information I feel should be available to patients in institutions ie Alberta Hospital Edm/Ponoka correctional instutions etc. As now social workers etc are overworked & other professionals do not seem to be actively involved enough to help many of unskilled & under educated socially deprived individuals."

"I came mainly for my son who is slightly slow & epileptic. Where is the support for these kids? I found nothing there in the line of guidance in living accomodations, jobs, personal counselling for him . . . I found much for the retarded, lots for the average person & quite a bit for exceptional students but nothing for all the in betweens students who can graduate with a high school diploma & still be slow . . . I was hoping to find even a glimmer of something for them & didn't. For all my other purposes to day was more than satisfactory."

Repeat the "Living and Learning Expo"

Respondents (14) indicated they would like to have the Expo be held annually.

"Albertans need to be reminded about the importance of continuing education."

"I feel it is important for exposure on a continuing basis. Someone might not be interested this year but maybe three or five years down the road have enough courage to take the big plunge because they kept seeing the course offered (or education facility) each year at the Expo and became familiar with what they wanted to do."

Three participants mentioned that "it was more than I was able to take in", one of which elaborated by saying, "If a person is decided and knows what area to focus on there is all and more available to reach one". Having an Expo on a yearly basis may indeed be beneficial since some respondents indicated that they are not yet ready to make a decision but that they hope to in the future.

"The Expo was very good. The fact that I did nothing afterward is no reflection in that I'm still in the process of deciding where it is I want to be."

Specific Suggestions for Future Expos

i. Time

Ten persons suggested that the Expo time frame be extended to either "having one weekday", "one weekday afternoon open", or "an entire weekend". Three comments on when an Expo should be held were: "springtime", "July", and "in the same month".

ii. More Advertising

Six persons mentioned a need for more advertising.

"More media exposure prior to event. i.e. visits with talk show hosts etc (on other radio & T.V. stations."

"Make it sound as if it isn't for the intellectual type. Try to make it appeal to high school students - send out newsletters to all high schools in Edmonton area."

iii. Organization of Exhibits

Respondents suggested: " a booth for general information", "the use of visual aides/brief introductory filmstrips", and "a list of exhibitors and a map . . . and a checklist for gathering information". Also requested was that "similar exhibits be situated in close proximity" and that they "display their name more prominently".

iv. Exhibitors

Not only were more persons requested to work at the booths, respondents suggested that "a student representative/younger spokesperson assist exhibitors" to "balance with the predominantly administrative sector" and enable students to relate "on a more eye-to-eye level". Two comments indicated that "involving more instructors" would be beneficial as would "having the same displays yearly".

v. Provide Information On . . .

Financial assistance/student loans. (6)

"Federal Development Business Bank and Alberta Small Business Development."

"Small businesses." (2)

"Homestudy course in investing money."

Alberta Career Centre.

English as a second language course.

"Specialization courses for nursing & para-medical professionals."

"Advanced courses in a short term full day course format."

More emphasis could be provided to mature students thinking of returning to school.

"Service for people over forty who are looking at a career change or wanting to get back into job market."

Information on available careers, skills & training required, and wage scales. (3)

"Technology is the challenge of today! Can you provide information about . . . industrial and professional video equipment?"

"Services in the Aid Directory."

Leisure programs/activities such as: "outdoor clubs/schools", "community groups/support groups", "massage", "travel" (2), and "More hobbies for senior people, not necessarily involving education".

Provide Career Counseling at the Expo

"If I need career counselling I know where to go for it, so that an Expo is hardly necessary. For some people, however, it may be more beneficial."

Respondents (9) indicated it would be useful to have career counseling at the Expo. One such respondent specified that it would be beneficial to have the counseling not be affiliated with any of the exhibitors. Career counseling requests/comments include:

Counseling for mature students (2), "Entrance exams, required marks etc.".

"Professional persons time allotment to cover specific questions was not sufficient."

"Provide a lecture session to raise self esteem and develop a more positive attitude toward further education."

"I pray you're still holding it in 2 years when I take my daughter for some career counselling. (She'll be grade 10 then)."

General Comments on Education and the Cost of the "Living and Learning Expo"

"There seems to be quite a sales pitch going on. Education is a marketable item as presented at Expo 86. I would like to see less of the "sales pitch" for the education dollar and more of good quality learning."

"I have not changed jobs nor gone to any courses. With our economy today & job

situations, it is hard to quit a full time job & lose a paycheck in hopes you may have another job in a new career. Today it seems to be not what you know, but who you know to have a good job."

"I think the Expo was organised to sell people courses or some vague lifestyle education. Not many of them were oriented towards helping people in their current activities or meeting their day to day educational needs."

"The presentation (i.e. visual appeal was generally good for most exhibits but I came to realize that Education really was a Business and the Expo was little more than a show and tell affair. Certainly for the time and $ put into promotional concerns, more creativity & innovation could have been directed into the content of this Expo. Living is Learning. We lived through this one; I hope we learn to improve on the next one."

"I did not take advantage of any opportunities I was interested by the show, because of my age. I am sure I was influenced by the exhibits I witnessed. The show was a good idea, however the cost to present it should be closely monitored."

Comments on the 1986 "Living and Learning Expo" Survey

Five respondents indicated that they had difficulty remembering details of the Expo.

"I think your doing a great service to let information be known to the public if anything can be improved."

"Keep up the good work and thank you for the opportunity to tell you so!"

Chapter V

DISCUSSION

One can use some of the philosophy of William Allen White who wrote:

> Put fear out of your heart. This nation will survive, this state will prosper, the ordinary business of life will go forward if only men can speak in whatever way given them to utter what their hearts hold - by voice, by posted card, by letter, or by press. Reason never has failed men. Only force and oppression have made wrecks of the world. (Rowan, in Agee, 1969, p. 48)

The author contends that it is important for those responsible for converging research and practice, educating, and counseling persons in a transitory society to effectively disseminate information. Concomitantly, it is imperative that persons in a learning society express their attitudes toward and needs and motivations for lifelong education. Although the study was designed to assess the effects of the 1986 "Living and Learning Expo" in terms of how it might impact counseling issues in a transitory society, it also briefly addresses how media psychology might be utilized to heighten the information flow between practitioners and the public.

A. What kinds of individuals attend and answer a questionnaire on a lifelong education program?

Although the Expo was primarily promoted for adults, Grant MacEwan College sought the assistance of Alberta high schools to display the Expo posters. Considering that a broad age range of persons demonstrated interest in the Expo (14 to 75 years), this gives credence to Parkyn's (1973) assertion that education must provide for the childhood and lengthening adult years. It also supports the idea that there is a demand for Expo agencies and institutions to provide displays which focus on formal, nonformal, and informal education.

Since such a large percentage of respondents obtained at least some secondary education (48%), it is apparent that the Expo attracted more formally educated persons as opposed to those who are possibly less formally educated and perhaps not as likely to be involved with upgrading, personal development or lifestyle awareness courses. Considering that the mean age is 38 years and that the majority of subjects are between 26 and 50 years (*SD =12*), this may be indicative of a tendency for at least half of the respondents to translate their hobbies and personal interests to occupational terms and may demonstrate an intermediate stage of career consolidation. A demand for a variety of services and information about formal education/careers and personal development and lifestyle awareness courses is evident. Although 80% of the sample have more than a high school education, the extent of their informal and nonformal education was not measured.

According to 1983 Employment and Immigration Canada statistics, of those who have zero to eight years of education, 85% have jobs and 14% do not (Nevison, in Stewin & McCann, 1987). An employment by education chi-square analysis which included collapsed variables for both categories does not reveal any significant findings. Therefore, a comparison of employment status with level of education of the unemployed respondents who were not seeking work (12%), does not reveal any significant findings. Overall, respondents tend to demonstrate an interest in and a demand for a variety of services and information.

Females' responses (57%) are 14% higher than males' (43%). This higher percentage and demonstration of interest corresponds with Martin's (1986) explanation that socio-structural changes are a primary source of societal transformations and that more females are seeking employment. Adjustments to socio-structural changes are

reflected in demographic movements, as well as in social and economic demands females are needing to place on society.

Considering that 62% of respondents were married, 62% had children, 88% were either employed, seeking work, receiving a disability pension, or retired, as opposed to being unemployed and not seeking work, and 48% completed at least some college education, this gives credence to Weiner's (1983) assertion that primary prevention programs are designed for well persons. If preventive mental health is to be taken seriously, counselors will need to make a concerted effort to adapt their counseling skills so that they can effectively counsel persons who are in transition in a society which is in transition. The author asserts that their task is twofold: (1) recognize the vulnerable individual, and (2) focus on the personal and social factors which contribute to or create the stresses which all persons must contend with. Concomitantly, it is essential that counselors focus on preventing the occurence of a disorder, and building and enhancing psychological health.

B. How did respondents hear about, why did they attend, and what were their impressions of and suggestions for the Expo?

The largest percentage of respondents (64) first heard about the Expo from CJCA radio, whereas the second largest percentage (17) first heard about it from a relative/friend/neighbor/colleague/acquaintance. These findings are consistent with the literature (Drapela, 1986; Jarvis, 1986; Kolb & Brodie, 1982; Lewis & Lewis, 1983) which indicated that the focus of mental health services must turn to the societal system and the multifaceted and multiservice counseling approach must provide for the entire community. Furthermore, it supports Ricks' (1984) belief that the success of media

psychology is measured by the extent to which social networks are generated within families, groups, and communities. This also relates to the author's assertion that counselors must focus on the personal and social issues of the entire community since primary prevention tends to focus on the group as opposed to the individual. Weiner (1983) not only mentioned that one of primary prevention's main goals is a mass orientation approach, as opposed to being targeted to individuals, he stated that "its goal is to cut down the flow of psychological problems" (p.662). One respondent's impression of the Expo implies that the Expo experience fostered a feeling of heightened connectedness with the community: "The Expo provided many with a good intro and overview of all programs that we have offered to us right here in our city and province. I never realized we had so many resources and excellent learning opportunities for all ages".

Nevison, in Stewin & McCann (1987), noted that not only must Canadians' attitudes toward education change, persons must be provided with the opportunity to combine work and study throughtout their lives. The results indicate that respondents attended the Expo to investigate a career change, explore formal educational institutions and personal growth, development, and lifestyle awareness courses. Also, some parents stated that they are primarily interested in enhancing their childrens' awareness of career opportunities. Such reasons for attending the Expo corroborate with Dave's (1976) UNESCO address on the need for a new scope and wider role of education as opposed to the narrow conception of education confined to formal and institutionalized learning.

Respondents' impressions of and suggestions for the Expo tend to be vast and positive. The few negative comments addressed education in general, whereas a few specifically referred to the Expo as being a "sales pitch" and a "show and tell affair".

With regard to the variety of resources available for different age groups there were some contradictory comments. For example, while one person "never realized we had so many resources and excellent learning opportunities for all ages", another said the Expo was for high school students, and yet another said it focused on adult education. The respondents' concerns correspond with Parkyn's (1973) concern that most educational systems attend to only part of any given country's population.

Nadelson (1986) addressed the need for society to reverse its approach to mental affliction. This is supported by a respondent who indicated that the Expo information should be made available to patients in institutions such as Alberta Hospital. Also, several respondents requested that career counseling be provided at the Expo. Johnson (1986) mentioned that many adults are self-directed, capable of making their own career decisions, and acting on them. The primary concern is: Who will provide the services to facilitate a lifelong education process? Perhaps it would be preliminary to answer this question in a definitive way; however, results indicate that respondents would like the "Living and Learning Expo" to continue. One respondent:

> ...feel(s)[sic] it is important for exposure on a continuing basis. Someone might not be interested this year but maybe three or five years down the road have enough courage to take the big plunge because they kept seeing the course offered (or education facility) each year at the Expo and became familiar with what they wanted to do.

The author asserts that it is imperative for practitioners to become acquainted with individuals' changing role issues. This is supported by the following respondent's comment:

> I've reached an age (60) when it seems that the very most important pre-requisite for happiness & contentment is to be wanted and needed by the young, middle aged & elderly even a pet; but as you grow older it seems that you are less needed even by ones own peers. Lonesomeness seems to be a result of not being able to assimilate in this fast paced society.

Furthermore, it is necessary for counselors to focus on factors which may reduce persons' stress reactions to transitions. For example, it is not only necessary for counselors to anticipate transitions, prepare for them, and attempt to adjust to them, it is necessary for all individuals in this transitory society to do so.

> Being retired I started to feel useless, and thought if I could get into computers and learn a bit about them it would keep me more active and keep the mind functioning. I just don't want to hang around the house feeling guilty about not doing housework. The wife said she hasn't retired so why should I.

C. Does a preventive and educational program which promotes lifelong education have an impact on individuals?

The 1980's might be viewed as the beginning of an Information Age era. The entire knowledge system is undergoing a pervasive upheaval. No longer is the primary focus on discovering knowledge, but rather it is on understanding our society's historicity, the regularities and continuities that still exist from one generation to another, and the changing prescriptive timetable for life events.

Herr & Crammer (1973), in Drapela, 1986, indicated that the traditional view of guidance is outdated. According to Madsen (1986), it now incorporates personal and social spheres. The career counseling heritage which is based on the transition from school to work has shifted to an emphasis on forms of counseling which focus on adjustment and correspond with the growth of mental health movements. An increase of counseling programs which focus on career development also incorporate intervention strategies. The school counselor's role is ideally one of prevention; however, the notion of preventive counseling with delinquent, maladjusted, and vulnerable or "at risk" children is unrealistic. Inasmuch as the school counselor's role is perceived as being an

agent of change, much of the actual work tends to focus on supportive work in addition to educational and vocational guidance. A new role for counselors in the 1990's may need to incorporate the community support perspective whereby the counselor might become more visible and involved in the community while attempting to focus on facilitating skill development and coping skills.

School counselors should be aware of theoretical developmental counseling theories such as age and stage, life events and transition, and individual timing and variability theories, among others. Furthermore, they would appear to be most flexible if they were to focus on the variability of life strains that are a direct result of societal transformations, skill development, variability in learning capacity, learning styles, special aptitudes, interests, disposition, motivation, accomplishments, life circumstances, the development of sociability, among others.

The priorities of school principles are shifting in that they are beginning to work more closely with teachers and school counselors and are perceived as having more decision making authority. They do have more authority in some areas of educational planning; however the mandate for school counseling priorities for the 1990's would appear to continue to be political in nature.

Although counselors would focus on many of the same issues mentioned above when working with the adult population, adult problems may tend to pertain to pervasive psychological concerns such as midlife malaise, a compelling urge to change, pressures of role conformity, and anxiety regarding potential transitions, among others. Although the developmental theory of individual timing and variability would appear to be the most appropriate for viewing the adult in a transitory society, adult development is still too young to have a unified theory.

Primary prevention aims at enhancing mental health enabling individuals to more effectively cope with life issues (Coleman et al., 1980; Nevison, in Stewin & McCann, 1987; Weiner, 1983). Of the 14% of respondents who received career counseling within one year afterthe Expo, 76% were directly influenced by their Expo experiences to receive counseling. Of the 32% who had personal counseling within one year after the Expo, 65% attributed their decision to receive counseling to the Expo experience. It is interesting to note the demographics in Table 4. The participants in this research study were most interested in investigating career change (57%), exploring personal growth and development courses (53%), and lifestyle awareness courses (28%). Some measure of educational reform appears to be an important aim. A direct consequence of this would appear to be a reform in counseling approaches for individuals who are in transition in a society that is in rapid transition.

Parkyn (1973) indicated that persons who are immediately impacted by or involved with the changes of the times are those who benefit from the most immediate adjustments. This was supported by 88% of the respondents who indicated the Expo met their needs, 77% who either agreed or strongly agreed that the information assisted them with their decision making processes, and 61% who decided to enrol in a course in the future as a result of having attended the Expo. Whether or not the respondents decisions were in favor of deciding to pursure lifelong learning or not, is not known. Although respondents not only tended to take more courses within one year after the Expo than they had the year prior to the event, they also indicated that the most valuable exhibitors tended to be those which provided formal educational experiences. Lengrand (1970) suggested that information can only be constructive if it is accompanied by an intense and ongoing training process.

Overall, the research upholds the views that primary prevention programs promote psychological health (Weiner, 1983) and that to facilitate lifelong education the role of the mass media must be supported in the same way that "regular schools, colleges and other institutions" are. (Cheong & Liat, 1978, p. 3)

D. Summary and Implications

Descriptive research is used to describe existing conditions. To date, there appears to be no research precedent which indicates the appropriateness of mailing questionnaires to examine a lifelong education program. Also, no known reliability and validity data or instruments for measuring the effectiveness and impact of such a program exist. Babbie's (1973) three general objectives for using survey research designs are: description, explanation, and exploration. The chosen survey method specifically enables the researcher to make descriptive assertions about the sample and explanatory assertions about what the respondents did as a result of their Expo experiences. Also, the method seems to be an effective search device for exploring all six research questions.

Since the research study involved an examination of individuals' changes within one year after the Expo, in theory a panel survey design would have been the most appropriate for explanatory purposes (Babbie, 1973). Although panel studies involve collecting data from the same sample of respondents over time, they are costly, time-consuming, and suffer from panel attrition. Considering that no follow-up of nonrespondents was conducted, the 43% return rate is a higher percentage than that usually expected for initial returns. Consequently, a descriptive survey appears to be an appropriate research method for this study.

All of the persons in the sample and the experimentally accessible population are volunteers; however, most educational research is conducted with volunteer subjects. Since volunteers have been noted to be different than nonvolunteers, volunteer subjects are likely to be a biased sample of the target population (Borg & Gall, 1983). Even though the sample can be generalized to the accessible population, since it is unbiased the use of volunteer subjects makes it more difficult to generalize from the accessible to the target population. Had it been possible to provide the very large target population with an equal chance of selection, the author asserts that the actual number of volunteers in the target population most likely would have increased considerably. Therefore, the accessible population would have been markedly more similar to the target population. One might assume that these two populations are already closely comparable in that both appear to be comprised of persons who: (1) demonstrated an interest in and attended the Expo, and likely (2) heard about the event via similar sources, (3) came to the Expo for a comparable assortment of reasons, and (4) had a common range of impressions about the Expo and suggestions for improving a future Expo. Although the target population is likely very similar to that of the experimentally accessible population, the researcher does not infer that the results are generalizable to the target population. However, one might argue that such an inferential leap could be made.

Nunnaly (1957) noted that there is a scarcity of mental health professionals to adequately perform the services required by society. In 1986 the American Psychiatric Association's President, Dr. Nadelson acknowledged that Canada still had a maldistribution problem. Since it is apparent that a gap between mental health problems and counseling delivery systems exists, this author recommends further research on the social implications of lifelong educational programs. That is, since the combination of

lifelong education and mass media is relatively new and has proven to have positive implications for educators, mental health professionals, and society, research with other Expo participants is recommended to see if these results can be replicated. Also recommended is a study which examines the relationship between "That's Living", a media psychology interactive radio program and its impact on participants who attend a lifelong educational program, the "Living and Learning Expo".

The results of this research have scientific and educational implications. In view of the literature on the theoretical perspective of lifelong education, the author is inclined to believe that lifelong education is not merely a result of an educational pendulum swing. It is imperative that more lifelong education and preventive mental health programs be implemented and that the flow of information from the researcher and practitioner to the public be effectively increased.

> If we leave the public communication of psychology completely to journalists, pop psychologists, senators, or others, we have little right to complain when the public misunderstands what we are about and legislators slash our budgets. On the other hand, if we step forward, if we offer useful, interesting, and responsible information to the public, we may not only serve ourselves and our discipline, but we might take great strides toward contributing to the welfare of people everywhere. (McCall & Stocking, 1982, p. 994)

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APPENDIX A LETTER OF TRANSMITTAL

October 1987

TO:
FROM: Dr. John Paterson, Dr. Len Stewin, J. Lynn Sarafinchan
RE: 1986 Living & Learning Expo you attended last October

When you attended the Living and Learning Expo at the Edmonton Convention Centre in October 1986, you expressed an interest in spending just a few minutes to answer the attached survey. It will only take 5 minutes to do.

This research project is concerned specifically with YOU since you are interested in career/vocational and/or personal development. The results of this study will help to provide information for improving ways in which you and other Albertans can further explore and develop your career/vocational and/or personal interests.

We realize that society is changing faster than ever and that we need to keep up with the changes. We are particularly interested in your responses because they will significantly contribute toward improving how professionals can more effectively counsel a society in transition.

We thank you in advance for completing this survey (BOTH sides of the page and EACH question). If even one question is not answered, we cannot use your survey! We would appreciate it if you would complete it AS SOON AS POSSIBLE. This is very important. Return it in the envelope provided. You do not have to put a stamp on it.

This research project cannot be carried out unless our volunteers respond. We realize that it has been one year since you attended the Expo, this makes it even more important that you respond. Remember, it will only take five minutes. Since it is anonymous, do NOT put you name on it.

We look forward to receiving your survey. Thanks again for your cooperation. Your opinion really does matter.

Sincerely,

Dr. John Paterson
CJCA Radio host,
psychologist,
U of A professor

Dr. Len Stewin
psychologist
U of A professor
thesis advisor

J. Lynn Sarafinchan
Graduate Student
Department of
Educational Psychology

jls
encl.

APPENDIX B SURVEY/QUESTIONNAIRE

1986 LIVING & LEARNING EXPO SURVEY

1. Do NOT put your name on this survey
2. Answer EVERY question by placing an "X" in the one appropriate box.

Return to:
J. Lynn Sarafinchan
Faculty of Education Clinical
1-135 Education North
The University of Alberta
Edmonton, Alberta
T6G-9Z9

PART A PERSONAL

1. SEX: 1[ ]Female 2[ ]Male
2. AGE: [_____years old]
3. MARITAL STATUS: 1[ ]Married 2[ ]Unmarried
4. DO YOU HAVE CHILDREN? 1[ ]Yes 2[ ]No If yes, how many? _____
5. EMPLOYMENT STATUS: 1[ ]Working full-time 2[ ]Working part-time
   3[ ]Working full and part-time 4[ ]Not working (looking for work) 5[ ]Not working (not looking for work) 6[ ]Not working (disability pension) 7[ ]Retired
6. EDUCATIONAL BACKGROUND: 1[ ]Completed elementary school (grades 1-6)
   2[ ]Completed some high school (grades 10-12) 3[ ]High school graduate
   4[ ]Completed some community college/technical school
   5[ ]Community college/technical school graduate
   6[ ]Completed some university 7[ ]University graduate
7. INCOME: What was your household income for the past year? (If married, combined income)
   [$]

PART B RATIONALE

8. How did you FIRST become aware of the Living & Learning Expo? (check one)
   1[ ]CJCA Radio 2[ ]Newspaper advertisement/story
   3[ ]Advertisement at an educational institution
   4[ ]Public service announcement on radio (other than CJCA) or on TV
   5[ ]From a relative/friend/neighbor/colleague/acquaintance
   6[ ]Other (please specify)_____

2. Why did you choose to attend the 1986 Expo?
"I attended because I wanted..." (check as many boxes that apply)

1[ ]To investigate the possibility of a career change

2[ ]To spend a nice Sunday afternoon downtown

3[ ]To meet one of CJCA's radio personalities

4[ ]To watch the entertainment available

5[ ]To learn more about programs/courses in the area of personal growth & personal development

6[ ]To just browse and see what it was all about

7[ ]To win a door prize

8[ ]To inquire about financial assistance for furthering my education

9[ ]To learn more about programs/courses in the area of lifestyle awareness

10[ ]To learn more about programs/courses offered in the area of High School upgrading

To learn more about programs/courses offered by any of the following:

11[ ]Universities 12[ ]Public Colleges 13[ ]Private Colleges

14[ ]Technical Institutes 15[ ]Alberta Vocational Centres

16[ ]Other (please specify) _____

PART C GENERAL INFORMATION

1. How many programs/courses did you attend one year...

a)BEFORE the Expo? [ ] b)AFTER the Expo? [ ]

2. Have you had career/vocational counseling one year...

a)BEFORE the Expo? 1[ ]Yes 2[ ]No

b)AFTER the Expo? 1[ ]Yes 2[ ]No

c)If you answer to "PART C, 2b was "yes", Did the Expo influence your decision to receive career/vocational counseling?

1[ ]Yes 2[ ]No

3. Have you had counseling for personal development reasons one year...

a)BEFORE the Expo? 1[ ]Yes 2[ ]No

b)AFTER the Expo? 1[ ]Yes 2[ ]No

c)If your answer to "PART C, 3b was "yes", Did the Expo influence your decision to receive counseling for personal development reasons?

1[ ]Yes 2[ ]No

PART D EXHIBITORS

1. Of the 50 listed exhibitors present at the 1986 Expo, approximately how many of them did you talk to? [ ]

Alberta Advanced Education
Alberta Asso for Disabled Skiers
Alberta College
Alberta College of Art
Alberta Correspondence
Alberta Lung Association
Alberta Manpower
Alberta Social Services/Foster Care Dept.
Athabasca University
A.V.C. - Calgary / Lac La Biche
A.V.C. - Edmonton
A.V.C. - Grouard
Camrose Lutheran College
Catholic Social Services
CJCA Radio
Concordia College
Education Alive
Edmonton Birth and Parent Centre
Edmonton Board of Health
Edmonton Catholic Schools
Edmonton Cross-Cultural Centre
Edmonton Parks and Recreation
Edmonton Public Schools
Fairview College
Family Life Education Council
Family Service Association
Grant MacEwan Community College
International Training in Communication
Keyano College
King's College
Lakeland College
Leduc Further Education Council
Lethbridge Community College
Medicine Hat College
Mount Royal College
N.A.I.T.
Olds College
Personal Development Centre
Planned Parenthood Association
Red Deer College
S.A.I.T.
Singles Resource Centre
Society for the Retired & Semiretired
Strathcona Further Education Council
University of Alberta
University of Calgary
University of Lethbridge
Westerra
Y.M.C.A.
Y.W.C.A.

PART E SATISFACTION

(Please check one for each of the questions)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. This event met my needs in terms of the information provided for my use.	1[ ]	2[ ]	3[ ]	4[ ]
2. The information provided helped me in terms of my own decision-making process.	1[ ]	2[ ]	3[ ]	4[ ]
3. My Expo experience did help to influence my decision to enrol in a program/course IN THE FUTURE.	1[ ]	2[ ]	3[ ]	4[ ]

4. Of the exhibitors that you visited, which ones were PERSONALLY MOST VALUABLE? (Please list the top three)

   1) _____

   2) _____

   3) _____

PART F IMPROVEMENTS / FOLLOW-UP

1. We are interested in knowing about your experience at the 1986 Living & Learning Expo. If you have any suggestions on how we can improve a future event of this kind, please feel free to list them below. (In the space provided only please)

   Suggestions: _____

   _____

   _____

   _____

   _____

   _____

. . . . . .

Bravo! Having completed this survey, you have contributed to research which will provide information for improving ways in which you and other Albertans can improve your lifelong learning process (career/vocational and personal).

Please double check to be certain that you answered each question.

One more thing . . . Please do not let our mailbox feel lonely, mail this AS SOON AS POSSIBLE!

Thanks again.

APPENDIX C

Table C-1

Frequency Distribution of the Approximate Number of Exhibitors Respondents Talked to

Value	*n*	%	cum. %[a]
0	7	3	3
1	3	1	4
2	14	6	10
3	21	9	19
4	22	9	28
5	18	7	35
6	31	14	38
7	17	7	55
8	22	9	64
9	4	2	65
10	32	13	79
11	4	2	80
12	13	5	86
13	3	1	87
14	1	0	87
15	7	3	90
16	3	1	91
17	1	0	92
18	1	0	92
19	1	0	93
20	7	3	95
21	1	0	96
22	1	0	96
23	1	0	97
25	2	1	98
26	1	0	98
27	1	0	98
31	1	0	99
40	2	1	100
50	1	0	100

Note. $N = 243$; $M = 8.39$; $SD = 6.67$.

[a] cumulative percentage.

APPENDIX D

Data additional to that which addresses the six research questions

Chi-Square analyses were conducted by comparing as many variables as possible. Only those crosstabulations which were significant at the 0.05 level of probability, or illustrated noteworthy findings were reported. Chi-Square crosstabulations were reported for the following variables:

1. Age by Sex

As presented in Table D-1, no significant differences were found between the two groups. The sample was not biased in terms of sex since the distribution of ages balance well. Of the 242 respondents (1 missing response), 211 (87%) were between 20 and 59 years. This implied that 13% of the sample was between 14 and 19 years or 60 and 75 years.

2. Education by Sex

A distribution on education completed and sex, as presented in Table D-2, showed a trend toward females' being strongly represented at the lower levels of education as compared to males. Of those subjects who attained only a high school diploma, 44% were female, whereas 24% were male.

A major contribution to the chi-square came from the two highest levels of education. A reversal in the trend demonstrated a 2:1 ratio in favor of males (68%) as opposed to females (32%) for subjects who completed some university. One of the

Table D-1

Chi-Square Distribution on Sex and Age

COUNT ROW PCT COL PCT	Female	Male	ROW TOTAL
14-19	7 63.6 5.1	4 36.4 3.8	11 4.5
20-29	30 58.8 21.9	21 41.2 20.0	51 21.1
30-39	43 57.3 31.4	32 42.7 30.5	75 31.0
40-49	32 57.1 23.4	24 42.9 22.9	56 23.1
50-59	15 51.7 10.9	14 48.3 13.3	29 12.0
60-64	5 45.5 3.6	6 54.5 5.7	11 4.5
65-75	5 55.6 3.6	4 44.4 3.8	9 3.7
COLUMN TOTAL	137 56.6	105 43.4	242 100.0

Note. Chi-Square (6, n = 242) = 1.188, $p \leq 0.977$.

Table D-2

Chi-Square Distribution on Education Completed and Sex

COUNT ROW PCT COL PCT	Female	Male	ROW TOTAL
Elementary School	7 77.8 5.1	2 22.2 1.9	9 3.7
Some High School	19 65.5 13.8	10 34.5 9.6	29 12.0
High School Graduate	35 72.9 25.4	13 27.1 12.5	48 19.8
Some College	14 46.7 10.1	16 53.3 15.4	30 12.4
College Graduate	27 49.1 19.6	28 50.9 26.9	55 22.7
Some University	8 32.0 5.8	17 68.0 16.3	25 10.3
University Graduate	28 60.9 20.3	18 39.1 17.3	46 19.0
COLUMN TOTAL	138 57.0	104 43.0	242 100.0

Note. Chi-Square (6, n = 242) = 16.773, $p \leq 0.0102$.

most significant factors contributing to the chi-square involved the reversal in trend for subjects who were university graduates. Although approximately twice as many males completed only some university as compared to females, 61% of the females as opposed to only 39% of the males actually graduated from university.

Since one can only speculate about the possible reasons for these patterns, it is noteworthy to consider different employment trends for females and males.

3. Employment by Sex

A significant relationship between sex and employment is evident, as presented in Table D-3. Of the subjects who were working part-time, 81% were female whereas 19% were male. Also, of those who were not working for the various reasons stated in chapter 4, 31% were female and 26% were male, whereas 69% of females and 74% of males were working at least part-time.

Table D-3

Chi-Square Distribution on Employment and Sex

COUNT ROW PCT COL PCT	Female	Male	ROW TOTAL
Working full-time	62 47.7 44.9	68 52.3 64.8	130 53.5
Working part-time	25 80.6 18.1	6 19.4 5.7	31 12.8
Working full and part-time	8 66.7 5.8	4 33.3 3.8	12 4.9
Not working (looking)	13 65.0 9.4	7 35.0 6.7	20 8.2
Not working (not looking)	18 60.0 13.0	12 40.0 11.4	30 12.3
Not working (disability pension)	4 66.7 2.9	2 33.3 1.9	6 2.5
Not working (retired)	8 57.1 5.8	6 42.9 5.7	14 5.8
COLUMN TOTAL	138 56.8	105 43.2	243 100.0

Note. Chi-Square ($6\ N = 243$) = 12.965, $p \leq 0.0436$.

APPENDIX E

"Other" responses for Research Question 3: Why did Participants come to the Expo?

"To help my husband who was having problems adjusting after a head injury."

"To give information regarding a grant of $750 (or less) available to women who are accepted."

"I am interested in a course in investing money."

"Self-improvement."

"Travel information." (2 responses)

"To learn new skills in my own career area."

"Keep informed of improvements, changes, new programs etc.."

"Service/repair high-tech. TV/video & media (only available from manufacturers."

"Slow learners (programs, facilities, housing, job-assistance)."

"Broadcasting schools."

"Neighborhood schools."

"Nursing or related field."

"Correspondence."

"I had an idea of the courses that I wanted to take and I wanted to see what the universities, colleges & technical institutes had to offer."

"Continuing education." (2 responses)

"Edmonton Public Schools continuing education."

"Edmonton Public Schools." (2 responses)

"Edmonton Public & Seperate School general interest courses."

"Opportunities for children/to create an awareness of career opportunities in our children." (5 responses)